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ABSTRACT

The North Central Indiana Workplace Literacy Initiative seeks to develop a curriculum management system addressing work force literacy needs and a coordinated human resource investment system meeting individual economic self-sufficiency needs and labor market needs. The workplace of the future will contain six key changes: employers will require higher-level skills; educational systems must provide job and life skills; competencies must extend beyond basic skills; schools should provide employability skills to graduates; learners should connect school and "real world" experiences; and employers must value high performance and quality management. Educational changes that reflect workplace needs include the six national educational goals and America 2000, a strategy for achieving them. Seven minimal entry-level competency areas are essential in the workplace, based on survey and focus group results: (1) resources--time, money, materials/facilities, and human resources; (2) information--acquires/evaluates, organizes/maintains, interprets/communicates, and processes; (3) interpersonal skills; (4) systems; (5) technology; (6) learning to learn; and (7) math/computation. Three appendices are included: the five competencies comprising workplace know-how, identified by the Secretary's Commission on Achieving Necessary Skills; learning to learn proficiencies; and a description of the North Central Indiana Private Industry Council and the Center for Remediation Design.) (NLA)

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TOWARD A NEW DEFINITION OF EMPLOYABILITY

REPORT BY THE
NORTH CENTRAL INDIANA
WORKFORCE LITERACY TASK FORCE

PREPARED BY THE
CENTER FOR REMEDIATION DESIGN

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MARCH 1992

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North Central Indiana Private Industry Council, Inc.
36 West 5th Street, Suite 102-B Peru, Indiana 46970 (317) 473-5571

Mission Statement:

To influence and provide education, training, employment and economic development opportunities for business, industry and citizens throughout North Central Indiana.

A Message To The Community

This report is about our workforce, and the skills they need to succeed in the workplace. It is also about our ability to compete in an increasingly global and increasingly competitive society. Our future rests not so much on international trade, or interest rates, or tariffs, or anti-trust laws, or hiring quotas or banking legislation, but on our human capital — our skills, our capacity for innovation and critical thinking, and our hard work. Our future depends upon the quality of preparation of all employees and potential employees in our community.

On behalf of our region, the North Central Indiana Workforce Literacy Task Force took on the mission of developing a new definition of employability — one that we develop and hold in common, one that will carry us into the next century. As employers, labor leaders, and educators, we recognize the importance of identifying the skills required in today's and tomorrow's workplaces, in order to establish at a minimum the skills necessary for all students — the college-bound, the employment-bound, the special education students, and the adult learner as well.

To the credit of our Task Force, and with the guidance of the Center for Remediation Design, we were deeply involved in this project when the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) issued its report, What Work Requires of Schools. This report identifies five generic competencies which they state are "applicable from the shop floor to the executive suite." We agree. Thus, our Task Force has taken the specific skills that we identified during our first year of work, and organized and codified them in accordance with the SCANS competencies. And, we have added one category — Learning to Learn — which derives from the work of the American Society for Training and Development (ASTD).

We are pleased that our efforts have been consistent with these and other leading national reports and commissions. We are committed to ensuring that our efforts are tailored to the needs of North Central Indiana's businesses and to our own Indiana labor market. And perhaps most important, we recognize that as business and labor leaders, as parents and concerned citizens, we share the responsibility along with educators for preparing all our citizenry for productive and fulfilling employment.

North Central Indiana
Workforce Literacy Task Force

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INTRODUCTION

The North Central Indiana Workplace Literacy Initiative has two goals:

- To develop a curriculum management system which addresses workforce literacy needs; and
- To develop a coordinated human resource investment system which meets the economic self-sufficiency needs of individuals and meets labor market needs.

In the first year of a three-year-long initiative, the North Central Indiana Workforce Literacy Task Force has worked to identify how reading comprehension, math comprehension, and written and oral communication are used to accomplish everyday tasks in a wide variety of work settings. Through a comprehensive survey of more than 1,000 local employers, these functional, work-based skills were rated for their relevance to the specific work being performed. Employers rated the basic skill requirements of the job according to three categories: 1) must know to begin; 2) not expected to know before beginning (will teach); and 3) not important for entry level jobs. Six employer focus groups — one in each county — were convened to project how basic skills will be used in entry level jobs over the next several years.

The work undertaken by the North Central Indiana Workforce Literacy Task Force was based on more than six years of prior work and research by the Center for Remediation Design, which developed the basic list of skills with which we worked. This prior developmental work was carried out in more than 60 counties in six states across the country. Thus, we believe that our work, while directly applicable to North Central Indiana, will have broader applicability for business and education nationwide.

The analysis of both the survey and the focus groups assisted in identifying "priority skill areas" for entry level employment within the six county area of North Central Indiana. It should be noted that the skills that we have identified represent the minimums required as a hiring threshold. Ideally, our entry level workers will come equipped with skills significantly more substantial than these minimums. However, these priority skill areas are an important foundation for future efforts. These priorities will be used to establish learning competencies and individual assessment strategies. They will be used to make decisions on and changes to curricula in various educational settings, including public schools, vocational schools, second-chance programs (adult basic education, job training programs), and workplace literacy programs. And, these priorities will be used to re-think instructional methods, to ensure that they are functionally-based and workplace-oriented. Thus, it is helpful to begin by examining the workplace of the future.

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THE WORKPLACE OF THE FUTURE

While North Central Indiana has certain unique features in terms of our labor market and our workplaces, our trends and directions are consistent with the workplace changes that are occurring nationally. Following are some of the key changes for which we must be prepared:

- **The Jobs of the Future are Changing — Employers Will Require Higher Level Skills.** As we move toward the 21st century, the new jobs that will be created will differ substantially from those in existence today. Nationally, job prospects for professional, technical, managerial, sales and service jobs will far outstrip the opportunities in other fields. Lawyers, scientists, and health professionals are among the fastest growing occupations, while jobs as machine tenders, assemblers, miners and farmers are actually declining. In absolute numbers, the biggest job creation categories will be service occupations, administrative support, and marketing and sales, which together account for half of the net new jobs that will be created. For large and small businesses alike, the highest growth areas are those which require higher level skills.

- **Our Education Systems Must Prepare People to Make a Living and Prepare People For Life.** The globalization of commerce and industry, and the explosive growth of technology, particularly computers, on the job and in our lives require changes in how we prepare our citizens for work and, more importantly, for life. Today's and tomorrow's high-performance workplaces require vastly different and substantially higher level skills than in the past. Our education systems — public schools, vocational education, job training, adult basic education, and other education programs — must prepare people to manage and use resources, interpersonal skills, information, systems, and technology.

- **The Competencies Needed in the Workplaces of Today and Tomorrow Extend Beyond The 3 Rs.** As stated in the recent Secretary's Commission on Achieving Necessary Skills (SCANS) report, our employees and future employees need to be equipped with basic skills (reading, writing, arithmetic, listening and speaking), thinking skills (creative thinking, decision making, problem solving, reasoning) and personal attributes and values (responsibility, integrity, honesty, sociability, and self-management) needed to participate fully in our democratic society.

- **More Than Half of Our Nation's Young People Leave School Without the Knowledge or Foundation Required to Find and Hold a Good Job.** The nation's schools must be transformed into high-performance organizations that equip *all* our children with the necessary skills, knowledge and abilities. Failure to do so would relegate us — and our future generations — to bleak prospects of low skill, low wage, dead-end jobs or, worse yet, unemployment.

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- **Our Learners Often See Little Connection Between What They Do in School and in the "Real World."** Our challenge is to improve the communication between the business and school communities, establish clear-cut standards and convince learners that real effort invested in education today will pay off in their careers and throughout their lifetimes. Our challenge is also to improve the way we assess and certify workplace readiness and employability so that we all — students, parents, educators and employers — know where we stand.

- **Employers Must Demonstrate That They Value High Performance and Total Quality Management Principles.** Business must provide the right incentives and signals to educators and to learners alike, so that the skills taught are more appropriately linked to the expectations of the workplace. And these expectations are rising constantly in order to remain competitive.

CHANGES IN EDUCATION

In addition to the revolutions that are taking place in America's boardrooms and factories, substantial changes are taking place in education as well. We need to ensure that the reforms in education taking place today are mindful of the needs of our workplaces.

Six National Education Goals. The President and the nation's Governors have identified six national goals for education for the year 2000:

AMERICA'S SIX NATIONAL EDUCATION GOALS

By the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- U.S. students will be first in the world in science and mathematics achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

America 2000: An Education Strategy. The President and the U.S. Department of Education have also developed a strategy for achieving these goals, called America 2000, which moves us toward a system that will measure results against these national goals. But improvements in education will only happen community by community, and school by school. We believe that our work in defining employability and the skills needed to succeed will speed the pace of change, and help to more directly connect the skills gained through education to the skills needed to obtain and retain a job. Total quality management does not just apply to business. It should apply to education, too. In effect, our education systems are among the vendors from whom we get our resources — our human resources — and our quality is in direct proportion to theirs.

THE RESULTS OF OUR WORK TO DATE

Given our understanding of the economic, demographic, and technological changes that are taking place across the country, The North Central Indiana Workforce Literacy Task Force wanted to develop our own list of skills — and prioritize these skills — so that our workers are properly prepared for today's and tomorrow's challenges.

A Comprehensive and Inclusive Process. Through the survey and focus groups described above, we identified specific types of objects, events and information that are commonly manipulated at work to accomplish tasks. These were identified across entry level jobs in a variety of occupations. Skills identified by the Center for Remediation Design in other labor markets during the past four years formed the basis for our work. Our local employer survey and focus groups served to validate and prioritize the skills identified.

Our Commitment and Our Work Continues. We acknowledge that our work is unfinished, and the set of skills identified to date is incomplete. Those skills that we have identified have been organized to be consistent with the generic SCANS list of competencies in the categories of Resources, Interpersonal and Information.

We also recognize that skills needs are constantly changing, and we will need to ensure that we have a process in place to further define and refine the necessary employability skills for the future. We are aware that the pace of change is accelerating, and this has an enormous impact on the content of our jobs, and the organization of our work. We have seen rapid growth in the use of technology, and we expect that trend to continue. We have reorganized our work to depend more heavily on individual initiative, collective teamwork and group responsibility, and we expect that trend to continue. And, as we adapt our own workplaces to be high performance and total quality environments, and as we move to integrate the work of various departments and divisions, this will continue to demand new and different skills from our entry level workers. Thus, we are still working on our definitions of the skills that relate to Systems, Technology and Learning to Learn. We anticipate using a similar process combining employer surveys and focus groups to gather the data needed to elaborate on these and other skills.

In addition, while the skills identified in this Report are generalized and apply to many occupational clusters, it might be desirable in the future to link these skills more specifically to our North Central Indiana labor market, and the specific types of jobs that are in high supply in our region.

Toward A Common Definition of Employability. We understand the importance of developing a common definition of employability, as a tool or coalescing point among public institutions to help us move toward an integrated human resource investment system, at the curriculum level, at the systems level, and at the community level.

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Because we are making substantial progress in developing a new definition of employability that meets our needs in North Central Indiana, we believe it is essential to document our work thus far. We believe that the information in this report, although far from complete, will help all of us — business, labor, education, and the government — work together more effectively to prepare North Central Indiana's citizens for productive employment. It provides a common denominator — a common understanding of minimum employability skills. We recognize that these minimums are not sufficient for optimal productivity and competitiveness, but they are a foundation — a starting point — for articulating workplace needs.

Policy Implications. We believe this report has policy implications for employers and decision makers in the public sector. We have documented the labor market validated skills that should set the minimum standards of employability across industries in North Central Indiana. We will test its utility in the employer community, and will share it with those responsible for making policy and implementing it. But, we believe that if our work is indeed on target, and our workers were equipped with these essential skills, our employers would have the high performance workforce that we want and we need. As our public sector agencies strive to break down barriers among assorted programs and services, the employability skills developed here should help to establish some common denominators among these various programs and services.

Practical Applications for Education and Business. In addition to the policy implications, we believe this report has practical applications as well. We hope that it will furnish important information to the teachers who will ultimately make change happen. Through the information in this report, educators can gain a clearer picture of the relationship between what is taught in the classroom, and what is needed in the work setting. We hope this begins to signal educators about what changes may be needed, and provide clues on how to go about making those changes — in the assessment process, in the curriculum, and in teaching methods. And we want to send signals to our students as well. We must do a better job of articulating our expectations on the job — what skills, knowledges, and behaviors are essential to succeed and advance in our work settings. This Report begins to provide the answers to some of these questions.

There are practical applications for the business community as well. Corporate leaders can use this information to improve their labor force projections and plan better for their changing needs. Industrial managers and human resource personnel can use this information to help them conduct job task analyses, help them define specific skills needed for specific jobs, and help them project their labor force and skills needs for the future. Supervisors can use this information as a benchmark as to minimum standards of employability, and to help identify employee training and development needs. Training and employee development specialists can use the information in this report to structure their own in-house training programs, and to direct outside training providers to concentrate on those skills needed most. And, within each of our own organizations, we can use these skills as a starting point to help us apply them to our specific jobs, work settings, and tools.

Toward A Common Definition of Employability

What skills does an individual need to succeed in today's labor market? What skills are essential to ensure a productive and competitive workforce, for today and tomorrow? These are the questions that were considered by the North Central Indiana Workforce Literacy Task Force. While our Task Force members acknowledged that in today's work world, the minimums should be considered only a starting point, we recognize the importance of articulating these basics as a first step in developing an acceptable definition of employability.

Following are the minimal entry-level skills identified by the Workforce Literacy Task Force as essential in contemporary workplaces. We emphasize that these are the minimal skills — ideally, entry-level employees would come equipped with much more. These skills are categorized into broad competency areas as defined by the Secretary's Commission on Achieving Necessary Skills (SCANS) Commission Report. Where some of the skills we identified may fit into more than one SCANS category, to avoid redundancy, we listed the skill only once, under the category most appropriate. **The skills are displayed in rank order from highest to lowest priority**, based on the number of responses on the criterion of "must know to begin" employment. The survey asked employers to rate the basic skill requirements of the job as either: 1) must know to begin; 2) not expected to know before beginning (will teach); and 3) not important for entry level jobs.

Competency Area: Resources

SCANS Definition:

> Resources: Identifies, organizes, plans, and allocates resources including time, money, material, space and staff.

North Central Indiana Workforce Literacy Task Force Skills:

A. Time

1. Demonstrate ability to prioritize tasks
2. Demonstrate ability to schedule/order events
3. Allocate time
4. Calculate with units of time, e.g., figuring, shipping,schedules, use of time zones

B. Money

1. Interpret and use financial forms (such as money order, paycheck, etc)
2. Interpret and process personal bills
3. Interpret and process business invoices
4. Interpret and process utility bills

C. Material and Facilities

D. Human Resources

1. Explain ideas from a work plan and options for implementation
2. Demonstrate ability to evaluate results
3. Identify work-related problems, potential solutions, barriers to solutions and people to be involved in creating solutions

Competency Area: Information

SCANS Definition:

Information: Workers are expected to identify, assimilate, and integrate information from diverse sources; they prepare, maintain, and interpret quantitative records; they convert information from one form to another and are comfortable conveying information, orally and in writing, as the need arises.

North Central Indiana Workforce Literacy Task Force Skills:

A. Acquires and Evaluates Information from:

1. Written work instructions
2. Product labels
3. Safety warnings
4. Labels on equipment and machinery
5. Product instructions
6. Procedures manuals
7. Written sequential directions in textbooks, manuals and handouts
8. Directional road/street signs/symbols
9. Shipping labels
10. Maps
11. Tests
12. Logs and journals
13. Pharmaceutical product labels
14. Clothing labels
15. International signs and symbols
16. Telephone book
17. Dictionary
18. Yellow pages
19. Policy manuals
20. Tables of contents and indices
21. Work related schedules
22. Job announcements
23. Advertisements
24. Computer printout
25. Classified ads
26. Insurance forms
27. Warranties
28. Contracts and agreements
29. Tax forms
30. Legal notices

B. Organizes and Maintains Information

1. Demonstrate ability to differentiate, sort and categorize information

C. Interprets and Communicates Information

1. Complete a job application
2. Receive spoken instructions in the workplace
3. Print or write legibly in ink
4. Utilize appropriate mechanics of standard English
5. Write short notes and/or simple memos
6. Write information in clear, logical and complete, manner
7. Take telephone messages accurately
8. Communicate via telephone (making and receiving business calls)
9. Complete employment forms
10. Record date, time and other requested information on work forms, charts, graphs
11. Complete a telephone message form
12. Report emergencies
13. Give spoken instructions in the workplace
14. Interview for a specific job opening
15. Write letters using correct structure and sentence style
16. Complete education/training applications
17. Read and interpret basic measurement and numerical readings on measurement instruments, e.g. ruler, scale, micrometer, gauge, scope; including identifying fractions in progressive sizes
18. Write common abbreviations specific to the job
19. Complete order forms
20. Place orders
21. Explain products and services
22. Organize information into a brief written report
23. Interpret data from tables and charts
24. Interpret data from graphs, e.g. line, bar, picture and circle graphs

D. Uses Computers to Process Information

1. Use a computer for simple word processing

Competency Area: Interpersonal Skills

SCANS Definition:

> Interpersonal Skills: Competent employees are skilled team members and teachers of new workers; they serve clients directly and persuade co-workers either individually or in groups; they negotiate with others to solve problems or reach decisions; they work comfortably with colleagues from diverse backgrounds; and they responsibly challenge existing procedures and policies.

North Central Indiana Workforce Literacy Task Force Skills:

A. Participates as Member of a Team

1. Recognize feelings and their effect upon individuals in the workplace
2. Recognize the feelings of others
3. Identify principles of perception and understand how perceptions affect interpersonal relationships on the job
4. Give and receive feedback in relating with others on the job
5. Function effectively as group member and group leader

B. Teaches Others New Skills

C. Serves Clients/Customers

1. Use attentive posture and maintain eye contact in listening
2. Choose words/manner of expression appropriate to the workplace
3. Handle complaints
4. Explain products and services

D. Exercises Leadership

E. Negotiates

1. Interact with co-workers to accomplish a task

F. Works with Diversity

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Competency Area: Systems

SCANS Definition:

> Systems: Workers should understand their own work in the context of the work of those around them; they understand how parts of systems are connected, anticipate consequences, and monitor and correct their own performance; they can identify trends and anomalies in system performance, integrate multiple displays of data, and link symbols (e.g., displays on a computer screen) with real phenomena (e.g., machine performance).

North Central Indiana Workforce Literacy Task Force Skills:

Note: The SCANS Commission added to the current thinking when they identified "systems" as a separate and discrete competency area. As of the time of this Report, the North Central Indiana Workforce Literacy Task Force has not yet conducted a survey or convened focus groups around this competency area. However, we recognize that this field is constantly evolving, and we can foresee our consideration of skills related to systems within the next 12-15 months, using similar strategies (survey and focus groups) as for the other skills.

Competency Area: Technology

SCANS Definition:

> Technology: Technology today is everywhere, demanding high levels of competence in selecting and using appropriate technology, visualizing operations, using technology to monitor tasks, and maintaining and trouble-shooting complex equipment.

North Central Indiana Workforce Literacy Task Force Skills:

Note: The SCANS Commission added to the current thinking when they identified "technology" as a separate and discrete competency area. As of the time of this Report, the North Central Indiana Workforce Literacy Task Force has not yet conducted a survey or convened focus groups around this competency area. However, we recognize that this field is constantly evolving, and we can foresee our consideration of skills related to technology within the next 12-15 months, using similar strategies (survey and focus groups) as for the other skills.

Competency Area: Learning To Learn

SCANS Definition:

Note: SCANS has identified "Knowing How to Learn" not as a specific competency area, but rather as part of a necessary foundation or set of enabling skills.

Knowing How To Learn: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (notetaking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

ASTD Definition:

Learning to Learn: The ability to acquire the knowledge and skills needed to learn effectively, no matter what the learning situation.

Employees who know how to learn can help their companies meet strategic goals by efficiently applying new knowledge to their work. Their learning capability can affect productivity, innovation, and competitiveness. By knowing how to learn, individuals can achieve competency in workplace skills from reading to leadership.

North Central Indiana Workforce Literacy Task Force Skills:

Note: The American Society for Training and Development added to the current thinking when they identified "learning to learn" as a separate and discrete competency area. As of the time of this Report, the North Central Indiana Workforce Literacy Task Force has not yet conducted a survey or convened focus groups around this competency area. However, we recognize that this field is constantly evolving, and we can foresee our consideration of skills related to learning to learn within the next 12-15 months, using similar strategies (survey and focus groups) as for the other skills.

Competency Area: Math/Computation

SCANS Definition:

Note: SCANS has identified "Arithmetic" and "Mathematics" not as specific competency areas, but rather as part of a necessary foundation or set of enabling skills.

Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations, expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

North Central Indiana Workforce Literacy Task Force Skills:

Note: The Workforce Literacy Task Force has identified basic math skills which enable an individual to perform various functions within the previous competencies. These skills are to be taught using real-life situations as they apply to the previously identified competencies. In the SCANS report these are categorized as foundation skills.

1. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using whole numbers
2. Perform computations of addition, subtraction, multiplication and division, including multiple operations using common and mixed fractions
3. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using decimal fractions, percentages, e.g., counting money calculating sales tax, figuring discounts
4. Perform mathematical operations using equipment such as a calculator, cash register, business machine, and computer operated equipment
5. Determine approximations by estimating, rounding off numbers and judging the correctness of the response

6. Determine mathematical equivalents by converting fractions, percentages, and decimal fractions

7. Compute averages using whole numbers or decimals

8. Perform basic measurement tasks determining length, width, weight, including the use of conversion tables

9. Determine ratios

10. Solve measurement problems in U.S. Standard of Metric units using linear dimensions, area, volume, weights, geometric shapes and angles

11. Interpret ratio and proportion, e.g. preparing mixtures, figuring pay rate

12. Convert U.S. Standard to International Metric System of measurement and/or vice versa

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INDIVIDUALS WHO REVIEWED DRAFT REPORT:

Evelyn Braden
DuPont Photomask

Gene Bruce
Indiana Vocational Technical College

Larry Carr
First Bank

John Claxton
Nixon Printing, Inc.

Molly Haas
Small Parts, Inc.

Jan Hendrix
Career Resources

Ricki Kozumplik
Career Resources

John Little
Sealed Power

Sandy Luchtefeld
Career Resources

Genie Mason-Lalonde
United Presidential Life Insurance

Ellis Rice
MarkHon

Lori Strumpf
Center for Remediation Design

Dick Swennumson
LDI Manufacturing Company

Dennis Terkula
Modine Manufacturing

John Turney
Delco Electronics

North Central Indiana Workforce Literacy Task Force

Jane Adcock
Director of Career Development and Placement
Indiana University - Kokomo

Carlie Anderson
Director of Adult Education
Indiana Department of Education

Steve Barkdull
Indiana Workforce Development
Vocational and Technical Education

Kaye Beall
Adult Education Director
El-Tip-Wa Area Vocational School

Jennifer Biddle
Planning Analyst
Indiana Workforce Development
Employment and Training Services

Carolyn Brown
Literacy Coordinator
Indiana Workforce Development
Employment and Training Services

Gene Bruce
Director of Instructional & Student Affairs
Indiana Vocational Technical College

Kristy Bucher
Vice President of Administration
Career Resources

Vicki Byrd
Vice President of Operations
Career Resources

Dan Carmin
Director
Miami County Welfare

Deborah Carpenter
IMPACT Supervisor
IMPACT

Anita Closson
Director
Cass County Welfare

Carol D'Amico
Research Fellow
Hudson Institute

Harry Day
Superintendent
Northern Community Schools

Patrick Donovan
Area Coordinator
Career Resources

Joyce Duvall
Executive Director
Indiana Job Training Administrators

Barbara Erwin
Superintendent
Tipton Community School Corporation

Larry Foster
Executive Director
Kokomo Area Career Center

Jean Greathouse
Regional Consultant
IMPACT

Linda Gottschalk
UAW Joint Training Coordinator
Delco Electronics

Don Grostefon
Director
El-Tip-Wa Area Vocational School

Bob Hamlin
Career Specialist
Career Resources

Bill Heck
Assistant Director
Kokomo Area Career Center

Jan Hendrix
Project Specialist
Career Resources

Emmett Herr
Manager of Employee Development
Haynes International

Tonya Hynds
Coordinator, Department of Supervision
Purdue University - Kokomo

Mark Hollman
Program Planning
Indiana Workforce Development
Employment and Training Services

Vince Holt
UAW Training Coordinator
Delco Electronics

Ricki Kozumplik
President
Career Resources

John Little
Personnel Manager
Sealed Power Corporation

Sandy Luchtefeld
Area Coordinator
Career Resources

Dick McClean
Director
Howard County Welfare

Tom McKaig
Superintendent
Peru Community School Corporation

David McKee
Superintendent
Caston School Corporation

Lynn Minick
Program Director
AFLCIO

Dan Mordenti
Director
Ivy Tech

Neil Pedro
Director
Heartland Career Center

Mike Spear
Director
United Way

Kip Stottlemyer
Area Coordinator
Career Resources

Lori Strumpf
Director
Center for Remediation Design

Susan Swartz
Coordinator
Cass Alternative Education Program

Patti Tully-Chain
Supervisor
Wabash County Department of
Public Welfare

Steve Vaughn
District Director
Tippecanoe Valley Welfare

Lisa Zay
Special Projects Coordinator
Indiana Department of Education

North Central Indiana Private Industry Council Workforce Literacy Initiative Employer Focus Group Participants

Mike Adams
Rochester Metal Products

Dave Apt
Rochester High School

Cindy Babb-Henrichson
St. Joseph Hospital and Health Care

Cathy Barr
The 1st National Bank of Logansport

Mike Bell
Matthew-Warren, Inc.

Cona Blaylock
Tipton Tribune

Evelyn Braden
DuPont Photomask

Jim Brannon
Economic Development Corporation

Edward Burkhalter
Northwestern High School

Michelle Cage
United Presidential Life Insurance

Larry Carr
First Bank

Barry Clark
Steel Parts

Harry Day
Northern Community School
Corporation

Dale Doggett
Chamber of Commerce

John Eckert
Manchester Community Schools

Steven Eikenberry
Wabash City Schools

Deborah Erdahl
Shirt Shed, Inc.

Terry Foster
Gen Corp Automotive

Lori Gibson
Controls Manufacturing

Raleigh Grady
Delco Electronics

Pam Guthrie
Indiana Vocational Technical College

Molly Haas
Small Parts, Inc.

Naomi Hankinson
Delco Electronics

Emmett Herr
Haynes International

Larry Hichman
Wabash Economic Development
Corporation

Georganna Hull
Chamber of Commerce

David Hunt
NIPSCO

Jim Iles
Logan Stampings, Inc.

Margie Johnson
Chamber of Commerce

Stan Kowelski
ACRI-Line Products, Inc.

Rusty Kerschner
High Performance Alloys

Bob Lembke
Torx Products

John Little
Sealed Power

Pat Lynn
Graycon Tools

Tom McKaig
Peru Community School Corporation

Harold McKee
Logan Stampings, Inc.

Ken Martin
Indiana Vocational Technical College

Luiz Martinez
Gen Corp Automotive

Genie Mason-Lalonde
United Presidential Life Insurance

Alton Miles
Carnation Corporation

Sandy Ott
Alpha Industries, Inc.

Chris Pinkston
Federal Mogul

Richard Pool
Kokomo/Howard County Economic Development

Ellie Pulikonda
Tipton County Library

Dave Reeves
United Technologies Automotive

Ellis Rice
MarkHon

Dorman Rogers
Tipton Community School Corporation

Ray Salati
Renewed Performance Inc.

Don Shilts
Tay Mor Industries

Rex Stitsworth
Nixon Printing, Inc.

Richard Stuffle
North Miami Community Schools

Dick Swennumson
LDI Manufacturing Company

Dennis Terkula
Modine Manufacturing

Ron Thibos
Square D

John Turney
Delco Electronics

Donna Walden
Western School Corporation

Denise Williams
Superior Sample Company

David Yount
Economic Development Foundation

Appendix A

The Five Competencies Comprising Workplace Know-How Identified by the Secretary's Commission on Achieving Necessary Skills (SCANS)

The Secretary's Commission on Achieving Necessary Skills (SCANS Commission) examined the changes in the world of work, and the implications of those changes for learning, specifically how schools prepare young people for work. The SCANS Report verified the need for workplace competencies and a foundation of skills. Further, they found that the most effective way of learning skills is in context, placing learning objectives within a real environment. Following are the five competencies comprising workplace know-how which are deemed to be required for solid job performance:

☐ **Resources:** Identifies, organizes, plans, and allocates resources

A. **Time** — Selects goal relevant activities, ranks them, allocates time, and prepares and follows schedules
B. **Money** — Uses or prepares budgets, makes forecasts, keeps records,and makes adjustments to meet objectives
C. **Material and Facilities** — Acquires, stores, allocates and uses materials or space efficiently
D. **Human Resources** — Assess skills and distributes work accordingly, evaluates performance and provides feedback

☐ **Interpersonal:** Works with others

A. **Participates as a Member of a Team** — contributes to group effort
B. **Teaches Others New Skills**
C. **Serves Clients/Customers** — works to satisfy customers' expectations
D. **Exercises Leadership** — communicates ideas to justify position, persuades and convinces
E. **Negotiates** — works toward agreements involving exchange of resources, resolves divergent interests
F. **Works with Diversity** — works well with men and women from diverse backgrounds

☐ **Information:** Acquires and uses information

A. **Acquires and Evaluates Information**
B. **Organizes and Maintains Information**
C. **Interprets and Communicates Information**
D. **Uses Computers to Process Information**

Appendix A (cont.)

☐ **Systems:** Understands complex inter-relationships

A. **Understands Systems** - knows how social, organizational, and technological systems work and operates effectively with them
B. **Monitors and Corrects Performance** - distinguishes trends, predicts impacts on systems' performance and corrects malfunctions
C. **Improves or Designs Systems** - suggests modification to existing systems and develops new or alternative systems to improve performance

☐ **Technology:** Works with a variety of technologies

A. **Selects Technology** - chooses procedures, tools or equipment including computers and related technologies
B. **Applies Technology to Task** - Understands overall intent and proper procedures for setup and operation of equipment
C. **Maintains and Troubleshoots Equipment** - Prevents, identifies, or solves problems with equipment, including computers and other technologies

Information is excerpted from: What Work Requires of Schools: A SCANS Report for America 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991.

Appendix B

Learning-to-Learn Proficiencies: What You Should Know in Order to Learn

The American Society for Training and Development has designated a separate and distinct competency area called "learning to learn." They define this skill as the ability to acquire the knowledge and skills needed to learn effectively, no matter what the learning situation. ASTD states that employees who know how to learn can help their companies meet strategic goals by efficiently applying new knowledge to their work. Their learning capability can affect productivity, innovation, and competitiveness. By knowing how to learn, individuals can achieve competency in workplace skills from reading to leadership.

Following are the "learning to learn" proficiencies that should be known in order to engage in lifelong learning:

What are the objectives of this training?

- To understand the nature of knowledge
- To be able to organize learning activities
- To develop the critical skills of evaluation
- To understand how to apply appropriate thinking (convergent, divergent, critical, and intuitive)
- To understand the importance of and be able to do self-assessment and needs assessment

What are cognitive learning-to-learn skills?

- Understanding the nature of knowledge
- Organizing learning activities
- Learning critical evaluation skills
- Thinking convergently, divergently, critically, and intuitively
- Relating and recalling information
- Relating and organizing information
- Developing basic skills (reading, writing, computing)
- Problem solving
- Understanding the feasibility and usefulness of learning to learn or learning-process consciousness
- Transferring learning strategies
- Communicating, including active listening and viewing
- Developing knowledge about resource availability and assessment
- Organizing learning/development activities
- Understanding cognitively the difference between learning and being taught

Appendix B (cont.)

What are personal understanding learning-to-learn skills?

- Understanding the self as learner in terms of
  - — preferred styles and adaptations
  - — personal resources inventory (assessment)
  - — personal awareness and monitoring
- Conducting self-assessment and needs assessment in terms of
  - — sense of direction
  - — sense of purpose
  - — life planning
  - — ability to create/generate resources
- Building confidence, persistence, openness, and flexibility

What are interpersonal learning-to-learn skills?

- Accessing and evaluating resources
- Giving and receiving feedback by
  - — seeking information nondefensively
  - — seeking important feedback
  - — analyzing feedback
  - — giving feedback when needed
- Developing strategies for performing contextual analysis
- Developing strategies for using collaborative inquiry
- Understanding how to find and use resources, including expert sources, peer support, and media

Information is excerpted from: Workplace Basics: The Essential Skills Employers Want, The American Society for Training and Development (ASTD), Jossey-Bass Inc. 1990.

Appendix C

North Central Indiana Private Industry Council, Inc.

The North Central Indiana Private Industry Council, Inc. is a private not-for-profit corporation committed to workforce development in six North Central Indiana counties: Cass, Fulton, Howard, Miami, Tipton and Wabash. This corporation has a twenty-four member board of directors (identified as the North Central Indiana Private Industry Council) comprised of key leaders from business and industry, economic development, labor, education, vocational rehabilitation, and other community based organizations. The board acts as catalyst for a consolidated effort towards human resource and economic development that is responsive to the needs of the employers and citizens of North Central Indiana.

The North Central Indiana Private Industry Council, in partnership with the local elected officials, addresses the job training needs of North Central Indiana through oversight of the Job Training Partnership Act (JTPA), Wagner-Peyser (public job service), Single Parent / Homemaker (funded under the Carl Perkins Vocational Education Act), and the Indiana Manpower Placement and Comprehensive Training (IMPACT) programs. Through these funds, the private industry council provides jobs, job training, and job placement services for dislocated (laid-off) workers, economically disadvantaged workers, single parents and displaced homemakers, and labor exchange programs for all workers.

The Center for Remediation Design

The Center for Remediation Design (CRD), established in 1986 by four public interest groups, functions as a technical assistance, training, and practical research center. The primary goal of the CRD is to help human resource systems define their role in the provision of basic academic skills training connected to workplace skills and literacy. The Center provides assistance in change management in public systems including public education, employment and training, and welfare. The CRD works on site with policy makers and practitioners to develop practical solutions to problems.